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## The Effect of Using Shadowing Technique Towards Students' Speaking Skill at The Eleventh Grade Student of SMAN 10 Pandeglang in Academic Year 2021/2022

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### ABSTRACT

The purpose of the research is to know whether the use of shadowing technique gives significant effect towards students speaking skill at the eleventh-grade students of SMAN 10 Pandeglang. The research approach used is quantitative approach, while the method used is quasi experimental with pre-test and post-test control group design. The population of this research consists of 90 students and the sample of this research consists of 60 students. The data was analyzed by using statistical of program SPSS 22. Based on result of the data analysis, the finding shows that there is significant effect of using shadowing technique towards student's speaking skill at the eleventh-grade students of SMAN 10 Pandeglang. It can be seen from the results of t-test obtained sig value  $0.000 \leq \alpha \leq 0.05$ . It can be concluded that there is significant effect of using shadowing technique towards students' speaking skill at the eleventh-grade students of SMAN 10 Pandeglang.



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### INTRODUCTION

English has become an international language. It is used as tool of communication by people all over the world. They use English to communicate with each other both written and spoken. English is widely used for most fields as well, such as: industry, politics, health, tourism, education, etc. In education field, English is taught at elementary school until university. English also has become compulsory subject in school; therefore, English is tested in national final examination.

Listening, speaking, reading, and writing are the four skills in English, although speaking is the most vital of the four skills that learners should focus on learning. Speaking should be stressed for

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a variety of reasons. Speaking is the first method to communicate in social interactions, when the native speaker visits Indonesia, they may see it. They always choose English to speak with Indonesians, ignoring the fact that English is not their first language. Second, speaking becomes a requirement, and it is always put to the test when applying for a scholarship. When students take the IELTS, they are given a speaking test, and when they are questioned, they are asked to speak English. Third, speaking is also required as a requirement, and it is assessed throughout the interview process. Speaking is one of skills that communicate our feeling, need, and desire. Speaking is not the same as singing, mostly speaking using language just by producing a normal sound. Then, sing is using the language rhythmically. Speaking is not only used to communicate with other people but also can be used to get new information, share ideas with others. By having more knowledge about language skill, the students have much better chance of understanding and getting what they want and need.

Zuhriyah (in Gert and Hans, 2017:4) stated that speaking is the way of people to express and communicate ideas to others orally and speaking is speech or utterances produced by the speaker with an intention of being known and then, the listener processes the sayings in order to know the speaker's intention.

As a teacher needs professionalism because the process in learning and teaching are more interesting, if the teacher can make the entire student more active and the class would be more alive. Appropriate teaching technique helps student to mastery of this skill. In this modern era lot of technique that make student easier to improve their speaking skill. the example in this research, it used Shadowing technique. The advantages it improved the students' speaking skill comprehension in order to watch the native speakers speak on video.

Based on problems, the research question for this research can be formulated as follow: 1. The students are lack of motivation in learning English especially speaking. 2. The Student's pronunciation is not well. 3. The students cannot speak English well. 4. Most of the students get bored of teaching technique by the teacher.

### **Shadowing technique**

Ulfa & Fatimah (2019:228) stated that shadowing is a technique where students listen and watch to audio or video and then they repeat afterward. Students are encouraged to follow the speaker on video as soon as possible by only having a short time to delay it.

According to Hsieh et al (2013:49) stated that shadowing technique more challenging attributing to its requirement for capacity and focus on the multi-tasks of listening and speaking. In Taiwan, pronunciation, whether at public schools or cram schools, mostly places emphasis on individual vowels, consonants and isolated sentences. In the shadow phrase, someone repeats what is heard slightly behind the input, while the in the phonemic shadow, one repeats each voice simultaneously. In shadowing the listener, echo the words they hear at the same time as speaker. Shadowing is an act or listening task where students seek and hear speech and repeat it as much as possible while listening to the information.

Sugiarto et al (2020:116) stated that the role of shadowing technique was mostly found to work effectively in the areas of speaking skill and shadowing technique was designed to improve the ability to hear and speak and then Shadowing is not mumbling sounds, Shadowing is saying what you hear as soon as you hear it, Shadowing is saying what you hear without knowing it before, shadowing is trying to make clear speaking sounds.

Shadowing has been categorized into several types. According to Murphey (in Yahya, 2020:35) there are varieties of shadowing. For example, "shadowing lecture" is when listeners shadow the speaker silently in their minds while listening to a lecture. In "reading shadows", one person reads the passage where the other person is shadowing. "Shadow conversation" is one in which the listeners shadow each other. "Finish / listen to shadow" indicates to shadow each word spoken by

the speaker. Finally, "interactive shadows" include selected information and add a question or comment, just like a normal conversation. Except for shadow lectures, shadowing can be silent or loud. The greatest advantage of shadowing is student involvement in the activity. There are many ways of covering up. They are:

- a) Full shadow. Say everything the listener hears. Use this in English class, not in the "real world.
- b) Slash shadowing. It's like full shadow but with pauses. This gives listeners more time to shadow. Use this in class. This is easier than full shadow.
- c) Shadow "Last keyword / word" say the most important word. Say the last words. Use this as often as possible! This shows that the listener is listening.

Based on the definition or opinion about shadowing above, the researcher concludes that shadowing is technique to improve speaking skill or listening skill by repeating or imitating the speaker on video or audio, so the researcher wants to develop further about shadowing technique to students speaking skill.

### **Speaking**

Thornbury (2005:7) Thornbury stated that Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum, in many ways, the teaching of second or other language has carried on as if knowing and speaking were the same thing. That is, you learn the grammar and you learn some vocabularies and you make sentence which you pronounce properly, and you can speak!

Khorashadyzadeh (2014: 12) states that speaking needs not only the learners' understanding about the way to produce the linguistic competence such as grammar, pronunciation, and vocabulary but also comprehension about sociolinguistic competence such as when, why, and how to speak.

Alrasheedi (2020:4) stated that Speaking is the results reveal that affective factors impacting students' performance in speaking skills are shyness, peer pressure, anxiety, and fear of making mistakes. Other factors that hinder speaking performance are paucity of necessary vocabulary, lack of exposure to the target language, and scarce opportunities to practice speaking outside the classroom.

Based on the statement of speaking above, the researcher concludes that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skill such as vocabulary, pronunciation, accuracy and fluency.

According to Kurniati & Eliwarti (in Vanderkevent 2015:5) there are three components in speaking, they are:

1. The Speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So, if there are no speakers, the opinion or the feelings or the feeling won't be stated.

2. The Listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

3. The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

Based on the elements of speaking skill there are three components in speaking. The speakers, the listeners, the utterances. And both of the speaker and the listener are related to the research.

Speaking has been categorized into some components According to Kurniati & Eliwarti (in Harris 2015:5) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

1) Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

2) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

4) Pronunciation

Pronunciation is the way for students" to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

5) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context.

Based on the components of speaking concluded that the components refer to the speakers' understanding about what are they saying to the listener in order avoid misunderstanding information. In addition, its function is to make the listeners easily to catch the information from the speaker.

According to Gayratovna (2021:46) There are five main categories for assessing oral production, they are:

1. Imitative

Imitative learners simply parrot back given word, phrase, or a sentence. They need to acquire some information, and then reproduce it orally without having to add extra explanation. Despite the fact that this is a basic phonetic level of oral production, a number of prosodic (intonation, rhythm), lexical and grammatical properties of language may be embedded in the performance criteria. The focus in this category is to check correct pronunciation. Test receivers or listeners expect from speakers good received pronunciation, not paying attention whether the speech is meaningful or not

2. Intensive

Intensive a second type of speaking frequently employed in assessment context is the production of stretches of oral language designed to demonstrate competence in a narrow band of grammatical, lexical, phrasal, or phonological relationships. In this type of assessment, comprehending meaning is significant whereas interaction with counterpart is minimal.

3. Responsive

Responsive or simply making short conversation. Unlike two categories, which mentioned above, responsive speaking involves learners to speak promptly. Conversation should be authentic. Evaluation in responsive tasks includes brief interactions with interlocutor. Unlike interactive speaking, in responsive one test taker uses its creativity but in limited lengths of utterances.

4. Interactive

Interactive two following categories of speaking: interactive and extensive involve tasks that contain relatively long stretches of interactive discourse (interviews, role-plays, discussions, oral presentations). Major difference between responsive and interactive categories is complexity of the sentences and number of participants. If responsive speaking involves two speakers, interactive otherwise involves multiple participants.

5. Extensive

Extensive or monologue in other words. It envelops storytelling, giving long speeches, or oral presentations. Interaction between listener and speaker is minimal. Register is frequently formal. Usually, extensive speaking tasks involve complex, relatively lengthy stretches of discourse. Picture-cued.

Based on the types of speaking there are five main categories for assessing oral production. Imitative, intensive, responsive, interactive and extensive, the researcher is used responsive type for his research, because it will suitable for this research that use short conversational video.

**METHOD**

This research used a quantitative quasi experimental approach using Pretest- Posttest Experimental Control Group Design or the other name is nonequivalent control group design. This design used by researcher because it gives the differences of the result between experimental and control. The instrument of this research uses interactive with oral test. Considering the explained that has been explained above, the researcher wants to investigate, whether using Shadowing technique gives the significance effect towards students. In this research experimental is divided into pre-test and post-test, then the results of both of them are compared whether post-test of experimental is higher than pre-test of experimental.

The population of this research is the Eleventh Grade Students of SMAN 10 Pandeglang academic year 2021-2022. There are three classes of this school they are XI IPA1, XI IPA2 and XI IPA3. class XI IPA3 as control class and XI IPA2 as experimental class, both of them give pre-test and post-test while class XI IPA1 gives validity and reliability test, it does for proving whether the instrument valid and reliability or not.

Table 1. Population of The Research

No	class	Population
1	XI IPA1	30
2	XI IPA2	30
3	XI IPA3	30
Total		90

Based on the table 1. They consist of 30 students of XI IPA1, 30 students of XI IPA 2, and 30 students of XI IPA3. The total number of populations is 90 students. While the researcher taken

two classes to investigate this study. The researcher took two classes because researcher used experimental group by using Shadowing technique and control group by using lecturing technique. The population of this research is 90 students, and the sample of this research is 60 Students.

## FINDING AND DISCUSSION

The following table is the students' score of both classes after and before given treatment.

Table 2. The students' Score of both classes after and before given treatment

No	Respondents	Class Experiment		Respondents	Class Control	
		Pre-Test	Post-Test		Pre-Test	Post-Test
1	A1	45	55	A1	40	55
2	A2	40	70	A2	35	70
3	A3	70	90	A3	70	85
4	A4	55	70	A4	55	65
5	A5	50	60	A5	60	60
6	A6	60	90	A6	60	70
7	A7	55	80	A7	55	75
8	A8	35	55	A8	35	50
9	A9	70	90	A9	70	85
10	A10	45	85	A10	40	80
11	A11	40	60	A11	45	60
12	A12	30	55	A12	30	55
13	A13	60	85	A13	60	85
14	A14	50	80	A14	50	80
15	A15	55	75	A15	50	75
16	A16	60	80	A16	60	80
17	A17	75	95	A17	75	90
18	A18	60	75	A18	60	75
19	A19	55	80	A19	55	80
20	A20	40	65	A20	40	65
21	A21	55	80	A21	55	80
22	A22	60	75	A22	50	75
23	A23	45	70	A23	45	65
24	A24	30	85	A24	30	80
25	A25	65	70	A25	65	70
26	A26	35	50	A26	35	50
27	A27	55	85	A27	55	60
28	A28	65	95	A28	65	70
29	A29	35	60	A29	35	55
30	A30	75	95	A30	75	90
	Total	1570	2260		1555	2135

From the table above, it can be seen the result of students learning with pre-test and post-test of both of classes is really different. The total of pre-test of experimental class is 1570, post-test of experimental is 2260, while the total of pre-test of control is 1555, the post-test of control is 2135.

The researcher presented the result of analyzing of pre-test and post-test in figure out whether there is a significant effect of using shadowing technique towards students' speaking skill.

Table 3. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre-test Experiment	30	30	75	52.33	12.914
post-test Experiment	30	50	95	75.33	13.257
pre-test Control	30	30	75	51.83	13.228
post-test Control	30	50	90	71.17	11.721
Valid N (listwise)	30				

Based on the result of the table above, the calculation of research uses SPSS 22 program. The data of descriptive statistics shows that the minimum score of pre-tests of experimental class is 30, maximum 75, mean 52.33 and standard deviation 12.914, while the minimum score of post-tests of experimental class is 50, maximum 95, mean 75.33 and standard deviation 13.257. Furthermore, the minimum score of pre-tests of control class is 30, maximum 75, mean 51.83 and standard deviation 13.228, while the minimum score of post-tests of control class is 50, maximum 90, mean 71.17 and standard deviation 11.721.

The hypothesis test in this research used analysis of SPSS 22 program. Before do further analysis, this research needed to do Pre-Requirement of Research analysis that covers normality and homogeneity test. Based on the calculation of SPSS 22 program, the data was normally distributed and homogenous, therefore to find out the hypothesis this research uses parametric statistics. The following table is the output of SPSS 22 program on calculating the hypothesis test.

Table 4 Paired Samples Test

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 pre-test Experiment - post-test Experiment	-23.000	9.432	1.722	-26.522	-19.478	-13.356	29	.000	
Pair 2 pre-test Control - post-test Control	-19.333	10.646	1.944	-23.309	-15.358	-9.947	29	.000	

Based on the output of the SPSS program above, it could be seen that sig. value  $0.000 \leq \alpha = 0.05$ , It means, there is any effect of using shadowing technique towards students' speaking skill.

**CONCLUSION**

The researcher shows the results of the data analysis on the effect of shadowing technique towards speaking skill. the purpose of the research to find out do shadowing technique has an effect for students speaking skill at the eleventh grade of students SMAN 10 Pandeglang. based on the findings, it can be concluded:

The effect of shadowing technique towards students speaking skill was significantly. it was proven by mean of experimental class that improved from 71.17, and the post-test mean of experimental class that improved from 75.33, the results of pre-test mean control class that improved from 51.33, and the result of post-test mean control class is 52.83 it means that there was significant difference between class control and experiment.

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